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ABSTRACT

This guide is meant to serve as an aid for affirmative action officers from public school districts which are part of the author Institute's sex desegregation training program. The plan is divided into five sections: objective, procedure for implementation, target date, person(s) responsible for implementation, and outcome. The model focuses on the first four categories, leaving the school district and the affirmative action officer to complete the outcome section. Areas covered by the model include: non-discriminatory treatment; training of personnel; educational programs; extra-curricular programs; and monitoring, evaluating, and reporting. Appended are suggested topics of discussion for sessions on sex discrimination, examples of discriminatory ideas and practices, tips for non-stereotyped teaching and various checklists for analyzing sexism in libraries and elementary readers, and in athletic programs and facilities. (Author/EB)

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A MODEL AFFIRMATIVE ACTION PLAN for SCHOOL and CLASSROOM practices

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UDO 18568

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The Training Institute for Sex Desegregation, at Rutgers University, is sponsored jointly by the University Extension Division and the Women's Studies Institute. The purpose of the Institute is to improve the ability of school personnel to deal effectively with the educational change occasioned by Federal and state sex desegregation mandates. Activities include training for all levels of staff in promoting equal opportunity as well as specialized workshops dealing with curriculum in specific subject areas. In addition, technical assistance and materials development in those areas in which school district request assistance is provided.

PREFACE

This Model Affirmative Action Plan for School and Classroom Practices has been prepared by the Training Institute for Sex Desegregation of the Public Schools, Rutgers University, as an aid for affirmative action officers from school districts which are part of the Institute's training program. The Plan has been presented in five sections: objective, procedure for implementation, target date, person(s) responsible for implementation, and outcome. The model focuses on the first four categories leaving the school district and the affirmative action officer to complete the last column -- outcome. The outcome should be stated in such measureable terms as numbers and percentages.

This is the second of two volumes; together, they provide a complete affirmative action package for a school district. The earlier manual, A Model Affirmative Action Plan For Employment/Contract Practices, includes Parts I - III:

I. Resolution
II. Duties of Affirmative Action Officers
III. Employment Practices

This plan includes the final three parts:

IV. School and Classroom Practices
V. Affirmative Action Committees
VI. Grievance Procedure

This model was developed by Jacqueline Walker, Affirmative Action Officer, for the Edison Township, New Jersey, Public Schools under the direction of Rebecca L. Lubetkin, Project Director.

January, 1976

AFFIRMATIVE ACTION PLAN

FOR SCHOOL AND CLASSROOM PRACTICES

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IV. SCHOOL AND CLASSROOM PRACTICES

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
NON-DISCRIMINATORY TREATMENT 1. Provide equal educational opportunities for all students regardless of race, color, creed, religion, sex, ancestry, national origin, social or economic status. N.J.A.C. 6:4-1.1	Implementation of the objectives stated in this affirmative action proposal on school and classroom practices. Through compliance with the Regulation of Title IX of the Education Amendments of 1972 and with the N.J.A.C. 6:4.	September, 1977	Central Administration Affirmative Action Officer Building Principals Supervisors	
NON-DISCRIMINATORY TREATMENT 2. Provide equal access for all pupils to school facilities, programs, equipment, staff services, financial resources, and other benefits. N.J.A.C. 6:4-1.5(a)	A thorough review of the entire educational system and modification of those procedures which fail to provide equally for all students. Refer to Title IX Regulation 86.31(b) 1-8 for examples of differential treatment in the provision of aid, benefits or services.	January, 1976	Central Admin. A. A. Officer Bldg. Principals Supervisors Teachers	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
NON-DISCRIMINATORY TREATMENT				
3. Assure that no course or activity is limited on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status. N.J.A.C. 6:4-1.5(a),(b),(e)	A systematic examination of course prerequisites which may discourage or restrict students on the basis of sex. 1. Until such time as students' earlier school years will have offered equitable opportunities, no course should require as a prerequisite enrollment in courses which had a substantial imbalance of students of one or the other sex. For example, a boy should not be denied entrance to advanced cooking solely on the grounds that he did not take earlier courses. 2. No student may be required to meet higher standards for entrance or differential requirements for completion of a course than a student of the opposite sex. An examination of all course titles and descriptions. Those titles and descriptions which discriminate, i.e., Auto Mechanics for Girls, will be revised. A review of enrollment in each course by sex. Where a substantial imbalance exists (60:40 or greater), examine procedures for participation to assure that they are free of practices which have a discriminatory effect. Revise procedures where necessary.	January, 1976	Central Admin. A. A. Officer Bldg. Principals Guidance Department	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
NON-DISCRIMINATORY TREATMENT 4. Eliminate discrimination against students due to pregnancy, childbirth, pregnancy-related disabilities or marital status. No student shall be excluded from an activity because of pregnancy unless she requests or a physician certifies that such exclusion is necessary to her well-being. N.J.A.C. 6:4-1.5(c)	All secondary school principals, guidance counselors, and teachers will be duly notified. (Include here or in the Appendix the statement contained in the district's by-law and policy book.)	Date should be consistent with your by-law and policy book date or utilize a future date at which time this policy can be distributed to all concerned.	Central Admin. A. A. Officer Secondary School Principals Guid. Counselors Teachers	
NON-DISCRIMINATORY TREATMENT 5. Assure that students are not segregated on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. N.J.A.C. 6:4-1.5(d)	Informing all staff members (professional, support staff, temporary, and substitute) of this legal requirement. Conducting in-service sessions which will contribute to staff's understanding of the deleterious effects of separate treatment -- in lines, seating, work, play, etc. Suggesting alternate ways of organizing children for administrative and educational purposes.	January, 1976	Central Admin. A. A. Officer Bldg. Principals Supervisors	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
TRAINING OF PERSONNEL 6. Alert staff members to the existence of traditional roles and sterotyping in schools. N.J.A.C. 6:4-1.3(d)	Attendance at conferences and meetings on this issue. In-service programs offered to staff members and all personnel who interact with students. (List here or include in Appendix the meetings or conferences your staff has attended in the past. Ex., Affirmative Action Workshops. Update these lists at regular intervals. Also include a listing of all in-service courses offered or planned.) Suggested topics for in-service programs appear as Appendix A.	January, 1976 and on-going	Central Admin. A. A. Officer Bldg. Principals Supervisors	
TRAINING OF PERSONNEL 7. Eliminate sexism and other forms of discrimination in school and classroom practices. N.J.A.C. 6:4-1.3 (d)	Teachers will be required to attend in-service courses dealing with the elimination of sexism and other forms of discrimination. Any communication from the school to the home will be addressed to parents or guardians (not simply to Mrs._____). Supervisors will guide teachers in development of fair, non-stereotyped lessons. (Cont'd)	Beginning January, 1976 and on-going	Central Admin. A. A. Officer Bldg. Principals Supervisors Teachers Non-Professional Staff	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
	Materials which assist in the identification of discriminatory ideas and practices will be distributed to all staff -- professional and non-professional. See Appendix B. "Tips For Non-Stereotyped Teaching" or other similar materials will be distributed to all professional staff. See Appendix C. Custodians, para-professionals, aides, secretaries and others who deal with students during school hours will be required to attend at least one in-service session for discussion of these matters. A folder will be available in each school office with a copy of Title IX, N.J.A.C. 6:4, the Board of Education's Resolution of Equal Opportunity, "Examples of Discriminatory Ideas and Practices." (Appendix B) This folder will be made available to all substitute teachers as well. A list of criteria for assembly programs will be developed by a staff committee and applied to all planned assembly programs, K-12.			

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
TRAINING OF PERSONNEL 8. Maintain a list of programs and resource people to be utilized in school programs or in faculty and P.T.A. activities dealing with non-discrimination. Distribute to all schools. N.J.A.C. 6:4-1.3(d), (e)	Community groups may assist in the development of resource list: Chamber of Commerce Industry Fraternal and charitable organizations Women's organizations Minority organizations For possible assistance: National Conference of Christians and Jews Anti Defamation League of B'nai Brith American Civil Liberties Union National Association for the Advancement of Colored People	September, 1976	Central Admin. A. A. Officer Staff Committee Community	
TRAINING OF PERSONNEL 9. Develop a central library for use by individual schools of films, filmstrips, and cassettes that deal with nondiscrimination and can be utilized as a resource. N.J.A.C. 6:4-1.3(d),(e),(f)	All material in existing collections will be catalogued and listed at a central source. New materials will be ordered and organized similarly. A bibliography will be developed and distributed to all schools.	January, 1976 and on-going	Central Admin. A. A. Officer Bldg. Principals Audio-Visual Coordinator Media Specialists	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
EDUCATIONAL PROGRAM: CURRICULUM				
10. Ensure that all courses provide an accurate treatment of women and minorities. N.J.A.C. 6:4-1.3(e),(f)	An examination of all existing curriculum guides, identification of inequities, and modification where necessary. A committee of staff members will develop criteria to be applied to any curriculum guides written at a future date to ensure fair and accurate treatment of women and minorities. The volume, Reviewing Curriculum for Sexism (New York State Education Department) is a useful resource. Contact will be made with publishers of educational materials identifying needed revisions if the materials are to be considered for use in courses. Supplement existing curriculum guides with bibliographies of available materials which provide a realistic and adequate representation of the role of minorities and women. Funds will be set aside for purchase of materials where needed.	September, 1976	Central Admin. A. A. Officer Bldg. Principals Supervisors Teachers	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
EDUCATIONAL PROGRAM: CURRICULUM 11. Work toward the elimination of sexism and other forms of stereotyping in textbooks, educational materials, and library books. N.J.A.C. 6:4-1.3(e),(f)	Committees will be established to evaluate current texts, instructional materials and library books. Criteria will be developed and utilized to assure that only materials that "eliminate discrimination and promote understanding and mutual respect" are ordered. Many publishers including Scott, Foresman, McGraw-Hill, and Macmillan have produced guidelines for equal treatment of the sexes. Material for evaluating library collections and elementary readers appears as Appendix D. Publishers will be notified of discrimination and stereotyping in their texts and urged to rectify in future editions.	Beginning January, 1976 and on-going	Central Admin. A. A. Officer Bldg. Principals Supervisors Teachers Media Specialists	
EDUCATIONAL PROGRAM: CURRICULUM 12. Supplement courses with contributions of women and minorities. N.J.A.C. 6:4-1.3(e),(f)	Bibliographies will be developed by content area supervisors to supplement such courses as: Social Studies Literature Science (Cont'd)	September, 1976	Central Admin. A. A. Officer Bldg. Principals Supervisors	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
	Math Foreign Languages Budget will be provided for ordering supplemental materials such as books and filmstrips until such time as curriculum can be revised. List any bibliographies that may already have been developed for this purpose or attach in Appendix.			
EDUCATIONAL PROGRAM: CURRICULUM 13. Offer women's studies courses in Literature, Social Studies, Psychology and other fields. N.J.A.C. 6:4-1.3(d),(e),(f)	Supervisors and staff of English, Social Studies, and other departments will develop a curriculum guide for women's studies courses. (If your district already has such a course include that information here.)	September, 1977	Central Admin. A. A. Officer Supervisors	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
EDUCATIONAL PROGRAM: GUIDANCE AND CAREERS 14. Ensure that no interest, achievement or aptitude tests or other guidance procedures or counseling materials are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. N.J.A.C. 6:4-1.5(g)	Guidance department will examine all tests, procedures, and materials and replace those which permit or require different treatment of students on the basis of these characteristics.	September, 1976	Central Admin. A. A. Officer Guidance Director Guidance Counselors	
EDUCATIONAL PROGRAM: GUIDANCE AND CAREERS 15. Present current information on changing career patterns which give students a more realistic base from which to make choices. Alert all students to equality of opportunity in career choices. N.J.A.C. 6:4-1.5(g)	Use new, non-stereotyped materials in career presentations. Eliminate those that stereotype. Provide role models from a variety of ethnic and racial groups and from both sexes when representing occupations. Strong positive efforts will be made to encourage students to take courses that have (Cont'd)	September, 1976	Central Admin. A. A. Officer Guidance Dir. Guidance Coun. Bldg. Principals	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
	traditionally been closed or limited on the basis of sex, such as business or home economics for boys; industrial arts for girls. Females will be encouraged to take courses such as industrial arts to reflect changes evident in the current career market. Career education programs, K-12; career days and seminars will include speakers, photographs, displays, depicting both sexes as well as minority groups in a wide range of occupations, especially job roles that are non-traditional for particular groups.			
EDUCATIONAL PROGRAM: GUIDANCE AND CAREERS 16. Provide role models for females and minorities as well as males in non-traditional occupations. N.J.A.C. 6:4-1.5(g)	Through adequate representation in the following activities: a. career days b. bulletin board displays c. assembly speakers d. classroom guest lecturers e. Bicentennial displays featuring female and minority roles in our country's development	Beginning January, 1976 and on-going	Central Admin. A. A. Officer Bldg. Principals Teachers	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
EDUCATIONAL PROGRAM: GUIDANCE AND CAREERS 17. Familiarize students with the most recent changes in the law pertaining to employment, credit, divorce, finance, and educational or vocational opportunities. N.J.A.C. 6:4-1.5(g)	Seminars and small group counseling sessions. Distribution of related materials Inclusion of information in social studies courses.	September, 1976	Central Admin. A. A. Officer Secondary School Principals Guidance Coun. Social Studies Supervisors Teachers	
EDUCATIONAL PROGRAM: GUIDANCE AND CAREERS 18. Eliminate stereotyping and discrimination in assisting students in getting employment. N.J.A.C. 6:4-1.5(a)	Review all job placements: 1. co-operative work study assignments 2. special education employment assignments 3. after-school job placements (Cont'd)	January, 1976	Central Admin. A. A. Officer Bldg. Principals Work/Study Coordinator	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
	Where assignments or salaries reveal an imbalance on the basis of earlier defined characteristics, review all practices and procedures to eliminate those that result in discrimination. Make positive attempt to recruit members of any group that is participating minimally in a given job category.		Special Education Coordinator Job Placement Counselor	
EDUCATIONAL PROGRAM: PHYSICAL EDUCATION 19. The physical education program will be organized to assure that: 1. No student is denied access to or benefit from any activity solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.	Develop instrument to record enrollment by sex in every physical education class and activity. Each physical education instructor will submit this information for each course. Review participation. Where a substantial imbalance exists (60:40 or greater) examine procedures for participation to assure that they are free of practices which have a discriminatory effect. (Cont'd)	September, 1976	Central Admin. A. A. Officer Physical Education Director Physical Education Teachers	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
2. There are no differential requirements for completion of courses solely on the above bases. 3. Students are not segregated solely on the above bases. N.J.A.C. 6:4-1.5(a),(b),(d),(e)	Revise procedures, course descriptions, etc., where necessary. Make positive attempt to recruit members of the sex that is participating minimally.			
EDUCATIONAL PROGRAM: PHYSICAL EDUCATION				
20. Encourage participation of all students in all activities including those previously non-traditional for their sex. N.J.A.C. 6:4-1.3(d)	The physical education department will develop a strategy to deal with sex stereotypes and work toward equal participation of all students.	September, 1976	Central Admin. A. A. Officer Phys. Ed. Director Phys. Ed. Teachers	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
EDUCATION PROGRAM: PHYSICAL EDUCATION 21. Concentrate on the teaching of physical fitness skills to girls to upgrade their performance. N.J.A.C. 6:4-1.5(b)	Girls will be expected to participate fully in the physical education program. Physical fitness goals for both sexes will be set on an individual basis. Evaluate fitness tests presently employed to assure that they are free from sexual limitations and bias.	January, 1976	Central Admin. A. A. Officer Phys. Ed. Director Phys. Ed. Teachers	
EDUCATIONAL PROGRAM: PHYSICAL EDUCATION 22. Promote a positive role identification for girls. N.J.A.C. 6:4-1.3(d)	All physical education staff will receive training in combatting attitudes which denigrate females. Such statements from students as "I don't want a girl on my team," or "You catch like a girl," will not be condoned by staff. Bulletin board displays, exhibits, special presentations will include the female athlete. Books and magazines about women in sports wil will be purchased for circulation.	September, 1976	Central Admin. A. A. Officer Phys. Ed. Director Phys. Ed. Teachers	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
EDUCATIONAL PROGRAM: RECREATION				
23. Eliminate segregation on the basis of race, color, or sex during playground or recreational type activities. N.J.A.C. 6:4-1.5(d); also N.J.A.C. 6:4-1.3(d)	Teacher aides, playground supervisors, and lunch program aides will be alerted to the problem of segregation during play periods and will attend in-service programs to assist them in assuring that all children are encouraged to participate in all play activities. Monitoring of the recreational periods will be conducted periodically by the Building Principal.	January, 1976 and on-going	Central Admin. A. A. Officer Bldg. Principals	
EXTRA-CURRICULAR PROGRAMS: SERVICE ACTIVITIES				
24. Ensure equal access to all students in activities that provide service to school. Examples: Monitors Audio-Visual operators Library helpers Safety patrol N.J.A.C. 6:4-1.4(a)	Have adviser record participation in each activity by sex. Where a substantial imbalance exists (60:40 or greater), review procedures for participation to assure that they are free of practices which have a discriminatory effect. Revise practices where necessary. Make positive attempt to recruit members of the sex that is participating minimally.	September, 1976 and annually	Central Admin. A. A. Officer Guid. Counselors Bldg. Principals Service Program Advisers	

Objective	Procedure for Implementation	Target Date	Person(s) Responsible for Implementation	Measurement of Outcome
EXTRA-CURRICULAR PROGRAMS: CLUBS				
25. Assure that no club or extra curricular activity (whether school sponsored or which utilizes school facilities) discriminates in membership or participation on the basis of defined characteristics. N.J.A.C. 6:4-1.5(a)	Have adviser record participation in each activity by sex. Where a substantial imbalance exists (60:40 or greater), review procedures for participation to assure that they are free of practices which have a discriminatory effect. Revise practices where necessary. Make positive attempt to recruit members of the sex that is participating minimally.	September, 1976	Central Admin. A. A. Officer Bldg. Principals Club Sponsors	

EXTRA-CURRICULAR PROGRAMS: ATHLETICS

26. The athletic program, including but not limited to intramural, extramural, and inter-scholastic sports will be available on an equal basis to all students regardless of race color, creed, religion, sex, ancestry, national origin, or social or economic status. The athletic program as a whole will be planned to insure that there are sufficient activities so that the program does not deny the participation of large numbers of students of either sex.

OBJECTIVE

The school may choose to operate separate teams for the two sexes in one or more sports and/or single teams open competitively to members of both sexes, so long as the athletic program as a whole provides equal opportunities for students of both sexes to participate in sports at comparable levels of difficulty and competency.

N.J.A.C. 6:4-1.5(f)

Use the instrument in Appendix E. Fill out one copy for each team (NOT JUST ONE FOR EACH SPORT; if there are six separate basketball teams, there should be six forms for basketball.)

Review and compare Nos. 2-6. Develop summary sheet indicating:

1. Number of teams open to ____boys; ____girls; ____both.
2. Number of teams which include only ____boys; ____girls; ____both.
3. Number of boys participating in _____ intramurals
   _____ extramurals
4. Number of girls participating in _____ intramurals
   _____ extramurals

PROCEDURE

If a significant imbalance is found in either the number of teams available to girls or in the number of girls participating in the program, do the following:

1. Increase the number of teams for girls, making sure to consider other levels and skills in addition to varsity.
2. Increase the number of single teams open competitively to members of both sexes. Displacement of female athletes on previously all-female teams will not be permitted as long as total athletic opportunities are fewer for girls.

3. Add sports such as archery, badminton, basketball, bowling, cross country, field hockey, golf, gymnastics, skating, soccer, softball, swimming, table tennis, tennis, track and field, and volleyball to the program. A committee of athletic coaches will establish dialogue with other districts to coordinate a schedule of sports offered.

4. Encourage development of integrated teams on a league and conference basis.

5. All intramurals will be coed or co-sexual with rules modified to accommodate skill differences.

6. Review recruitment/notification procedures and techniques used to motivate students to aspire for team membership. If it is found that procedures are not effective in encouraging participation of girls, revise accordingly. (Publicity given to teams by school and local press is often inequitable as are the awards/banquets provided for female athletes as compared to male athletes.) Changes in these areas often result in an increase in female participation.

7. Send qualified female personnel to clinics for coaching training (N.J.A.C. 6:4-1.3(d).) Women coaches provide role models; this often has the effect of encouraging female participation.

September, 1976 and on-going — TARGET DATE

Central Administration

Affirmative Action Officer — PERSON(S) RESPONSIBLE FOR IMPLEMENTATION

Athletic Director

Coaches (including women coaches and male coaches of girls teams)

EXTRA-CURRICULAR PROGRAM: ATHLETICS

27. The activities comprising the athletic program will receive equitable treatment, including but not limited to staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season and all other related areas or matters.

OBJECTIVE

N.J.A.C. 6:4-1.5(f)

Use the instrument in Appendix E. Fill out one copy for each team as in Objective 26.

Review and compare Nos. 7-15. Develop summary sheet comparing boys and girls teams:

	Boys	Girls
Total number of coaches	___	___
Ratio of coaches to participants	___	___
Total coaches' salaries	___	___
Average coach's salary	___	___
Season offered	___	___
Number of matches, meets	___	___
Total amount budgeted (not including salaries)	___	___
Ratio of total amount budgeted above to participants	___	___

PROCEDURE

Also compare practice times, game times and facilities used by girls and boys for each team. (A specific instrument for comparing facilities is in Appendix F.) If a significant imbalance is found, modify arrangements to promote equitable treatment.

September, 1976 and on-going

TARGET DATE

Central Administration

Affirmative Action Officer

Athletic Director

Coaches (including women coaches and male coaches of girls teams)

PERSON(S) RESPONSIBLE FOR IMPLEMENTATION

MONITORING, EVALUATING, AND REPORTING

28. Monitor, Evaluate, and Report Progress in the elimination of discrimination district-wide. — OBJECTIVE

Staff members will develop an instrument based on the Objectives of this Plan to assess progress. It will be ready for use by September, 1976. Each school and each department will conduct a semi-annual self-evaluation to assess progress in October and in April. These reports will be reviewed by the affirmative action officer (and affirmative action committee) and will be reported to the Superintendent for consideration at the annual June meeting of the Board of Education. — PROCEDURE

The plan will be reviewed annually and modified. Procedures, goals, and timetables will be revised to reflect the progress achieved and new sources of discrimination identified.

Reports of progress of the Plan will be made to all interested staff, students, and community members.

October, 1976 and every April and October thereafter — TARGET DATE

Central Administration

Affirmative Action Officer — PERSON(S) RESPONSIBLE FOR IMPLEMENTATION

Building Principals

Teachers

V. AFFIRMATIVE ACTION COMMITTEES

A. Affirmative Action Task Forces or work committees can assist greatly in implementation of the Affirmative Action proposal. One committee or several committees can be set up to complete such tasks as the following:

Survey the district's current work force.
Develop criteria for textbooks, library books and curriculum guides.
Develop format for in-service programs.
Develop an evaluation tool for the affirmative action plan.
Review job descriptions, hiring criteria, applications, pre-employment inquiries, benefits/conditions of employment, and contracts.
Develop recruiting procedures.
Assess the use of the district's facilities.

Each committee can be composed of teaching and guidance staff, supervisors, administrators, and secondary students (for certain tasks) and will report to the affirmative action officer.

B. Community/School Advisory Committees can be formed to assist the district in implementing and monitoring the Affirmative Action Plan. Annually, the Superintendent will appoint members to this committee which shall have representation from among the following:

Board of Education
Central Administration
Affirmative Action Officer
School Administration
Teachers' Association
Classroom Teachers
P.T.A.
Business/Industry
Women's Organizations
Clergy
Minority Organizations
Students

This committee which will be chaired by the affirmative action officer will meet on a monthly basis and report all recommendations to the superintendent of schools.

VI. GRIEVANCE PROCEDURE

The school district's existing grievance procedure shall be utilized to hear any complaint or charge of discrimination. The affirmative action officer will serve as a member of the grievance committee when such charges are heard.

Students may submit a complaint to the building principal. If such complaint cannot be resolved, the student council may deal with the issue. If a solution still has not been forthcoming, the affirmative action officer will be notified. If necessary, the complaint will be brought before the district's grievance committee which consists of board members, teacher association representatives and administration, and, in some cases, students.

Employees or parents may notify the building principal of any complaint. If a meeting between these parties does not bring about a satisfactory resolution, the complaint may be brought to the attention of the affirmative action officer. As a final step, the issue may be brought to the district's grievance committee.

Any individual or group with a charge of discrimination may also write to the New Jersey State Department of Education, Office of Equal Opportunity, Trenton, New Jersey 08625 or, for employment complaints, to the New Jersey Division on Civil Rights, 1100 Raymond Boulevard, Newark, New Jersey 07102.

SUGGESTED TOPICS OF DISCUSSION FOR IN SERVICE SESSION ON SEX DISCRIMINATION

1. Are behavioral expectations different for boys and for girls?
2. Are discipline patterns different for boys and for girls? Do we reward and admonish boys for different behavior than we do girls?
3. Differences in assignment of classroom chores.
4. Evaluating texts and materials - how to identify stereotyped materials and how to utilize stereotyped materials in a positive manner.
5. Assembly programs - avoidance of stereotyping.
6. Utilizing women and minorities as role models (display materials, bulletin boards, speakers, supplementary teaching materials).
7. Parent and home involvement in discouraging stereotyping and promoting equitable treatment.
8. Sexist language and guidelines for change.
9. Analysis of student government composition and percentage of male, female, minorities.
10. Selection of library books, development of criteria.
11. Surveying student attitudes about themselves and stereotypes with the development of corrective programs in the classroom where necessary.
12. Interaction patterns of students.
13. The role of guidance.
14. How to expand and supplement coverage of the role of women and minorities in history, science, and literature materials.
15. The role of the teacher in dealing with stereotyped attitudes.
16. N.J.A.C. 6:4 and how to translate it into action.
17. Differential aspirations of boys and girls. Are these based on realistic expectations?

EXAMPLES OF DISCRIMINATORY IDEAS AND PRACTICES

Stereotypes are assumed, defined, social conventions or norms; learned behavior, attitudes and expectations. Most stereotypes are well known to all of us. Below is a list of some specific ideas, long held as traditional stereotyped thinking, which are discriminatory.

1. Common expressions: Males earn money; women spend.
   Women belong in the kitchen.
   Women are poor drivers.
   All Blacks are good dancers.

2. T.V. programs, books and movies which feature Blacks and minorities only at physical labor and domestic jobs, thereby perpetuating a restricted image.

3. Job stereotypes for students in which girls and boys earn extra money in traditional limited ways (girls babysit while boys cut lawns and shovel snow); obviously either sex can do any of the mentioned jobs.

4. Behavior expectations:
   a. Boys are aggressive, independent, adventurous, self-confident and ambitious. Girls are passive, weak, emotional and talkative, gentle, nurturant.

   b. Girls should be dainty, dress accordingly, and act like ladies. Boys are expected not to cry.

   c. Boys are told never to hit girls; instead they should be protective of girls.

5. Textbook omissions of women and Blacks which imply that these groups haven't contributed (history/literature).

6. Courses which hold onto stereotyped occupational preparation: girls, should take home economics to prepare them for their marriage roles; boys should take shop courses.

7. Advertising and commercial stereotypes: boys' toys are erector sets, trains, cars and baseball bats; girls' toys are miniature irons and stoves , dolls, jewelry and cosmetics. In addition, blue is a boy's color; pink is a girl's color.

8. Occupational stereotyping which predetermines one's job by sex, race and socio-economic background: men are doctors and businessmen; women are nurses and secretaries. Included alse in this stereotype are first generation Americans and Blacks.

9. Mothers with small children should not work outside the home.

10. A woman, a Jew or a Black can never be President of the United States.

11. Physical education classes should be separate because girls should be learning how to dance and play volley ball, while boys need to play baseball and basketball. Further, girls might be physically hurt if they play together.

12. Discipline patterns are different:
    a. One way to punish a boy who is "acting up" is to make him sit with the girls. Or tell the boys who are not up to par that they are acting like a bunch of girls.

    b. Boys are disciplined strictly and physically (made to leave the room, sit with the girls or made to stand). Girls are disciplined verbally and leniently.

13. Girls are cheerleaders; boys are on the team.

14. Manners are taught based on sex courtesy rather than human courtesy. Therefore: ladies should go first, males should hold doors open for females.

15. Stereotyped patterns in the classroom:
    a. Boys do heavier work and perform executive duties; girls do the light work (water plants and dust) and perform secretarial chores.

    b. Girls who are unable or unwilling to be fashionable are pitied, while those who are fashionable are most popular.

    c. Boys who are not athletic are pitied and those who are athletic are school heroes.

    d. Texts and class lessons tend to include more exciting role models for white males than for women and minorities.

16. People who act similarly are categorized differently:
    a. Absent-minded if they are male, scatterbrained if they are women.

    b. Intellectually curious if they are men, nosy if they are women.

    c. Planners if they are men; schemers if they are women.

    d. Sensitive if they are men; emotional if they are women.

    e. Logical if they are men; intuitive if they are women.

17. Differentiation by sex:
    a. lining up by sex

    b. creating teams by sex

    c. pitting one sex against the other for classroom activities: spelling bees, kickball.

18. Assumption that parents who may want to help in the classroom or who will confer on the child's progress are always mothers; thus communications are sent only to mothers.

19. It is thought to be more important to help boys seek out career options than it is for girls. Girls spend little time in the labor market once they get married.

20. Girls are expected to be more verbal and artistic than boys, boys to be more mathematical and scientific.

TIPS FOR NON-STEREOTYPED TEACHING

When reading a text that contains stereotypes or bias reference, stop and help the student identify the stereotype or bias. Discuss the origin or source of the stereotype. Plan a lesson around this activity.

Develop a list in your school of supplementary, unbiased teaching materials which can be used in every grade level and for every subject.

Supplement biased teaching materials with current materials which "correct" some of the biases. ("Free To Be You and Me" album, library books such as the new I Want To Be series, magazines, newspaper articles, etc.)

Allow students to do their own research on traditional stereotypes. Direct them to study textbooks, library books, magazines, newspapers, advertisements, movies, television and store catalogs and allow them to present their findings to the class.

As a class project, rewrite a textbook story reversing the male and female role.

Prepare a list of women not usually included in history and literature texts, but who have made a significant contribution. Ask students to give an oral presentation or write a theme on one of these women.

Utilize bulletin boards and classroom displays as an avenue to present people in all human roles. Let students participate. Do a collage of the people in your town portraying all groups.

Invite local resource people in to speak. Attempt to establish role models by concentrating on women and minorities in non-traditional roles.

In music class, study the lyrics of different decades especially the 50's, 60's and the 70's to identify stereotypes and the changes that have occurred.

Dramatize currently popular T.V. commercials reversing the sex roles.

Encourage a self examination of student attitudes and bias. Through open discussion attempt to establish their origin.

Examine the contemporary forces and conditions which exist to the disadvantage of women and minorities.

Portray our country as a pluralistic democracy in social studies classes. Supplement where deficiencies exist. Help students appreciate the contributions made by each racial, sexual, religious and ethnic group.

Identify the historical forces and conditions which have led to the current status of women and minorities.

Do not type cast people in jobs. Break the stereotyped pattern by presenting women as doctors, astronauts, truck drivers, etc. and men as nurses, secretaries and homemakers.

Refer to all types of family structures in your teaching. Most texts depict the "typical" family of mother, father, and two children. Women should be portrayed as heads of families and working mothers. Fathers should be presented as students and homemakers as well as single parents.

Indicate that humans have the same emotions. Both sexes can cry, feel tender, show anger and be aggressive.

Correct language in a text where respect is not given equally.

NO	YES
The pioneer men and their families moved west.	The pioneer families moved west.

CHECKLIST FOR ANALYZING A SCHOOL LIBRARY

Yes	No		
___	___	1.	Books and/or library sections are not designated as "for girls" or "for boys."
___	___	2.	The library includes materials which discuss psychology, sociology, economics, political science, history, and sports from feminist viewpoints.
___	___	3.	The library includes a significant number of biographies and autobiographies by and about women.
___	___	4.	The library includes materials which portray women favorably in roles in addition to wife, mother and homemaker, or other traditional female occupations.
___	___	5.	Library displays include feminist subjects.
___	___	6.	Library displays depict women favorably in roles in addition to wife, mother and homemaker, or other traditional female occupations.
___	___	7.	Procedures and criteria for selecting library materials include evaluation for sexism.
___	___	8.	The library subscribes to and makes readily available feminist periodicals and publications.
___	___	9.	Materials on career choices offer a wide variety of options for both girls and boys. They do not suggest that certain careers are "for girls" and others "for boys".
___	___	10.	A brief examination of selected items in the library indicates that they meet the standards for nonsexist instructional materials.

CHECKLIST FOR ANALYZING AN ELEMENTARY READER FOR SEXISM

Yes	No		
___	___	1.	All members of the family participate regularly and equally in household chores.
___	___	2.	There are favorable presentations of mothers employed outside of the home.
___	___	3.	Women working outside of the home hold administrative and/or technical jobs. They are not all teachers, librarians, social workers, nurses or secretaries.
___	___	4.	Fathers take an active and competent part in housekeeping and child-rearing and are depicted showing feelings of tenderness.
___	___	5.	Girls and boys participate equally in physical, outdoor activities.
___	___	6.	Girls and boys participate equally in intellectual activities.
___	___	7.	One-parent families are portrayed, and the portrayal does not suggest that children with a single parent automatically suffer from it.
___	___	8.	Male and female characters respect each other as equal.
___	___	9.	Girls and boys are both shown to be self-reliant, clever and brave -- capable of facing their own problems and finding their own solutions.
___	___	10.	Multiple-parent families (divorced, remarried) are portrayed and the portrayal does not suggest that such family conditions are automatically damaging to the children.
___	___	11.	There are no unchallenged derogatory sex stereotyped characterizations, such as "Boys make the best architects," or "Girls are silly."
___	___	12.	Both girls and boys are shown as having a wide range of sensibilities, feelings, and responses.
___	___	13.	Both girls and boys have a wide variety of career options.
___	___	14.	Adults who have chosen not to marry are portrayed favorably.
___	___	15.	There are equal numbers of stories with girls and boys as central characters.

___ ___ 16. The male noun or pronoun (mankind, he) is not used to refer to all people.

___ ___ 17. Girls' accomplishments, not their clothing or features, are emphasized.

___ ___ 18. Clothing and appearance are not used to stereotype characters.

___ ___ 19. Non-human characters and their relationships are not personified in sex stereotypes (for example, depicting dogs as masculine, cats as feminine).

___ ___ 20. (For readers which incorporate biographies...) biographies of women in a variety of roles are included.

Representation

I. Number of masculine pronouns or references ____
Number of feminine pronouns or references ____

II. Number of illustrations depicting males ____
Number of illustrations depicting females ____

III. Number of stories or themes with main character being male ____
Number of stories or themes with main character being female ____

Role Stereotyping

I. Number of times persons are shown:	Male	Female
a. being active	____	____
b. using initiative	____	____
c. showing independence	____	____
d. solving problems	____	____
e. earning money	____	____
f. receiving recognition	____	____
g. being inventive	____	____
h. being passive	____	____
i. fearful	____	____
j. helpless	____	____
k. receiving help	____	____
l. receiving derogatory comments	____	____
m. showing emotion	____	____

II. Number of occupations filled by males ____

Number of occupations filled by females ____

1. Date _____

2. Team _____

3. Type:
   - Interscholastic _____
   - Intramural (within the school) _____
   - Extramural (play day, sports day, informal meets with other districts) _____

4. Level:
   - Varsity _____
   - Junior Varsity _____
   - Freshman _____
   - Other _____ _____ (Identify)

5. Sex:
   - Open to girls only _____
   - Open to boys only _____
   - Open to both _____

6. No. of participants: _____ Boys _____ Girls

7. No. of coaches assigned: _____ Males _____ Females

8. Total of these coaches salaries _____

9. Season offered _____

10. Practice time and place _____

11. Game time and place _____

12. Number of matches, meets _____

13. Total amount budgeted NOT including coaches salaries _____

14. Identify facility used (in which building, field, etc.) _____ _____

15. COMMENTS on other matters including equipment available, its purchase and maintenance; uniforms; travel arrangements; publicity; medical/ training services _____

(Use other side)

DATE: _____

ATHLETIC FACILITIES:

	Boys	Girls	Neither
Trainer			
Training Room			
Whirlpool			
Field House			
locker rooms			
showers			
Other			

OUTDOOR FACILITIES:

1. Number of fields on school property(specify if special purpose field, i.e., hockey, soccer, cross country):

2. Specify field facilities on other public property:

3. Specify field facilities on private or club property:

   Are there sexual restrictions on these properties? _____

INDOOR FACILITIES:

1. Total Number of full-sized gyms: _____

2. Number of auxiliary indoor facilities: _____

   Describe: _____

3. Do you have a(n) athletic director's office _____ Accessible to: boys___ girls___
   visiting team room _____ Accessible to: boys___ girls___
   officials room _____ Accessible to: boys___ girls___

SPECIAL PURPOSE FACILITIES:

Sport	School Property	Other Public Property	Private or Club Property
1. Tennis	No. of Courts:	No. of Courts:	No. of Courts: Any sex restriction?
2. Swimming Pool			Any sex restriction?
3. Golf			Any sex restriction?
4. Ice Hockey			Any sex restriction?
5. Other			Any sex restriction?